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ABSTRACT

Subjects taught in school have been compiled on the basis of tradition, empiricism, and the subjective opinions of curriculum designers. Researchers in educational sciences have yet to secure a scientific foundation for compiling curricula that would serve as a reliable guide on which to base the content of school subjects. With the advancement of science and technology, and the evolution of today's societies, the problem of curriculum content at different levels and types of education has emerged as an important issue. This volume sums up the results achieved in the Soviet Union with collaboration between the research institute of the Academy of Pedagogical Science and school teachers in establishing a theory of curriculum content and in identifying guidelines to aid the task particularly with regard to secondary education. (NL)

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